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AUTHOR Fine, Richard D.
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ABSTRACT

Presenting information on how to implement a career resource center in a school, this guide is divided into five sections. The first section explains career development, the career resource center, the rationale for implementation, and why career information is important to career development. Section 2 lists seven objectives used in establishing a career resource center. The planning and organization of a career resource center is discussed in section 3. Included are five models for selecting staff members, and teacher orientation activity guidelines. The coordinating counsel, spatial considerations, publicity, and evaluation and modification are also discussed. The fourth section explains how students, teachers, counselors, administrators, business and labor, and parents can use and benefit from a career resource center. Section 5 suggests career resource material which could be used in a career resource center. (LRA)

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THE CAREER RESOURCE CENTER

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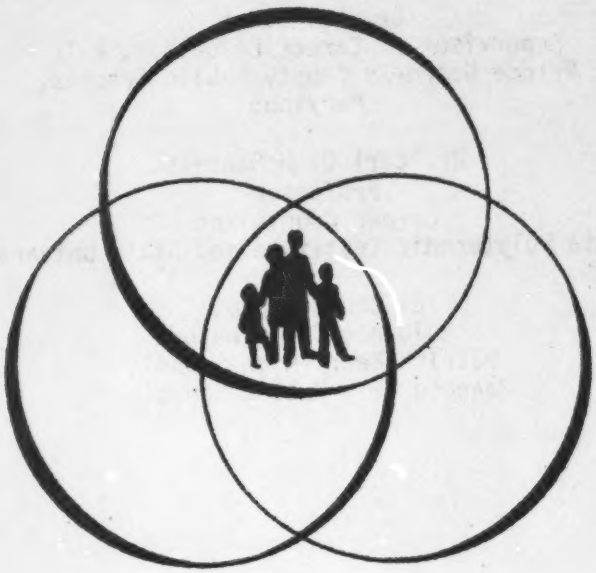

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ROANOKE CITY PUBLIC SCHOOLS
in cooperation with
Blue Ridge ETV Association

A GUIDE FOR IMPLEMENTATION

Superintendent

Dr. M. Don Pack,
Roanoke City Public Schools

Supervisor of Career Education

Dr. Joseph T. Coleman, Jr.,
Roanoke City Public Schools

Writer/Researcher

Richard D. Fine,
WBRA-TV/WSVN-TV

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CAREER EDUCATION CONSULTANTS

Dr. Lee Bowen,
Supervisor of Career Education, K-12
Prince George's County Public Schools,
Maryland

Dr. Carl O. McDaniels,
Professor
Career Counseling
Virginia Polytechnic Institute and State University

Elizabeth Ward,
Guidance Coordinator
Patrick Henry High School,
Roanoke City Public Schools

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I. INTRODUCTION

A. Why Career Development?

"Career Education is an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, satisfying part of his or her way of living."

Research data, facts, and calls for educational reform all clarify the need for career development in today's schools, with successive stages of awareness, exploration, and decision making/preparation in the process, but the most vivid evidence can be found in the lives of students who have encountered career problems. Examples are certainly not hard to find. Probably you are aware of a student, right now, who is experiencing great difficulty in coping with career decisions; or, perhaps you can reflect upon your own life for moments of satisfying accomplishments and dismal failures in the real world of work. A lack of substantial career information and meaningful direction in those early years of growth and development has a way of surfacing in later life when career decision making invariably affects personal achievement and lifestyles.

The following cases are re-creations of several situations which typify career obstacles faced by students at the junior and senior high levels. These stories are designed to give you, the reader, a more personal insight into some of these career problems,

and to substantiate the need for effective career development as a natural part of the educational process.

1. Sally Jamison is an attractive and bright young junior at North Central High. Her grades in school are exceptional, practically all A's. She is currently the class secretary, a member of the varsity cheerleading squad, and very popular among her peers. Sally's parents, both college graduates, are very pleased with her performance in high school and are anxiously awaiting the day when she will attend the state university. They have even written for a college catalogue so that she can make some tentative plans as to her major and to consider elective courses. Sally, on the other hand, is not quite sure that she wants to attend college, but she is reluctant to express these feelings to her parents.

You see, Sally is fascinated with electronics, and her uncanny ability to repair radios and television sets indicates that she does possess a remarkable aptitude in the field. She has even built her own ham radio set from scratch in her bedroom. Her parents, though, consider this interest nothing more than a hobby and have never thought about the possible career implications. Sally secretly desires some sort of career in electronics but doesn't know where to turn for information on various occupations and the technical requirements.

She soon becomes frustrated with the whole idea and concludes that the field of electronics is probably not an appropriate career choice for a woman. "I may as well go on to college," she says, "at least it will please my parents."

2. Bobby Kipliner, a ninth grade student at Westview Junior High, is having problems managing his weekly allowance. Requests to his mother for more money have been met with stern lectures on the evils of wasteful spending. She advises that if he wants more money he will have to go out and earn it himself. Bobby has considered this alternative but he is reluctant to pursue it.

At school, though, Bobby learns from a friend that a local fast food restaurant is hiring students for part-time afternoon employment. Figuring that he may as well give it a shot, he appears at the restaurant later that day wearing old bluejeans and a bright yellow T-shirt. Upon asking

about a job, he is immediately instructed to fill out a job application and to wait until the manager is ready to see him. Bobby experiences difficulty in understanding the instructions on the form, and in his frustration he wishes he could forget the whole thing.

During the interview, a nervous Bobby is asked why he didn't complete various portions of the application. He replies that he didn't understand those sections and that they probably weren't important anyway. When asked why he wanted to work at the restaurant, Bobby's answer is that he needed money and, at the time, this job was as good as any. The manager quickly determines that the interview is over and informs Bobby that he will be notified if he is selected for one of the openings. The next day, Bobby learns that two of his friends had gotten jobs at the restaurant. "Ah, who cares," Bobby thought to himself, "I didn't want to work in that old greasy spoon, anyway."

3. Sam Baker is a constant discipline problem to his sophomore teachers at Southside High School. He is a student with above average intelligence, but his grades and his attitude reflect failure and discontent with school work. In discussions with the assistant principal and his guidance counselor, Sam states that he has absolutely no interest in school and would welcome the day when he could be on his own, making a lot of money and living in style. His counselor has encouraged him to try a little harder in his studies, but Sam doesn't see how any of his school courses could possibly help him in a real job.

One night Sam receives a phone call from his Uncle George who owns the local foundry. He is offered a full-time job but it would mean quitting school. With dollar signs in his eyes and dreams of success in his head, Sam doesn't hesitate to withdraw from school the next morning.

After three months of hard work in the foundry, Sam makes a down-payment on a new car and decides to move out of his parent's house and into an apartment. Things appear to be going well for Sam and he tells his friends that he couldn't be happier.

One morning Uncle George pulls Sam aside and regretfully explains that because of economic conditions, he is forced to lay off one worker. Since Sam was the last man hired, he has to be the one to go.

After three weeks, Sam becomes discouraged when it looks as though he won't be rehired at the foundry. He has applied for other jobs in the community but, to date, nothing has been promising. He can't go back to school because he remembers the "so long, suckers" line he gave his friends on the day he withdrew. "What am I going to do now?", Sam wonders.

It is very likely that one or more of these stories, depicting career problems among in-school and out-of-school youth, struck a familiar note to situations common in your school setting. While illustrating the need for effective career development programs in education, these cases also suggest the need for more personal attention to the individual student in areas such as specific occupational information, adaptability skills development, and career counseling. A complement to any career development program, which addresses itself to individual career concerns both in and out of school, is the Career Resource Center. An operating Center represents a collaboration between the school and the community to provide necessary career information and assistance with respect to an individual's interests, abilities, and aptitude. And, more importantly, it represents a logical place to go to find help when a career problem exists.

B. What is a Career Resource Center?

A Career Resource Center is an area of the library, media center, guidance offices, or a separate room facility which is recognized as the central location for the systematic organiza-

tion of all the school's career resource materials, both hardware and software. The Center, as a joint effort between the school and the community, provides career information through materials, media, and counseling which will assist both young people and adults in making choices concerning occupations, education, career changes, and lifestyles.

To provide the necessary linkage between school and work, the Center's primary functions are to assist students and teachers in the utilization of available career materials, to support the infusion of career education methods and materials into the existing school curricula, and to encourage community support and participation in the career development process. These functions are coordinated so that individuals may obtain the necessary career information and assistance to successfully enter the world of work and become better informed workers and discerning consumers.

Quite often we find that most Career Resource Centers are effectively organized into "learning stations" with materials, media, files, and working spaces arranged into a systematic order. In this particular way of operation, career information can be obtained quickly and easily.

C. Is There a Rationale for Implementation?

Probably the best rationale for implementing a Career Resource Center in your school setting is to consider students who have never been given the opportunity to explore specific career information which pertain to their interests, abilities, and aptitude.

Numerous career and educational opportunities which exist often go unnoticed. Such a situation leads to postponing consideration of personal career plans until the students have left school. This virtually guarantees that they will enter the world of work with minimal preparation, survival skills, or work-related experiences. Quite often one finds that these individuals soon become dissatisfied and unproductive workers.

The Career Resource Center can provide a valuable service to students not only by assisting in the career development process, but also in helping them realize both their capabilities and their limitations in determining career goals. With adequate preparation and guidance, these students will be able to meet the needs and demands of the working society and become productive workers.

D. Who, What, and Where are Career Resources?

If education/work relationships are to be improved, then the "world of the school" and the "world of work" cannot remain as two distinct and separate entities. A mutual effort is needed between the school and the community to assist students in making a successful transition from one "world" to the other. This collaboration, using the school setting as the center of operations, is represented through the utilization of the vital career resources of both "worlds."

Career resources can best be described as the vehicles by which career information is transmitted to individuals. As career resources are identified and drawn from both the school

and community and incorporated into the career development process, they contribute to the personal growth and development of students who progress through the stages of career education: awareness, exploration, decision making/preparation.

An Outline of Career Resources

I. Human

A. Community Resources

1. Business-Labor-Industrial Personnel
2. Civic Organization Personnel
3. Parents
4. Concerned Adults

B. School Resources

1. Guidance Personnel
2. Teacher Personnel
3. Administrative Personnel
4. Supportive Staff Personnel

II. Non-Human

A. Printed Materials

1. Books
2. Magazines
3. Publications
4. Catalogues; etc.

B. Multi-Media Materials

1. Filmstrips
2. Tape Recorders
3. Viewdecks
4. Career Games
5. ITV Programming; etc.

E. Why is Career Information Important to Career Development?

Career development refers to a developmental process through which students acquire occupational, educational, and attitudinal

information to engage in meaningful work when they leave the formal educational setting. These three categories of information comprise what is generally referred to as career information.

At a very early age, elementary students begin to develop an awareness of self in the home, school, and the environment in which they live. Career information helps to influence newly formed work attitudes and provides knowledge about primary work roles. In the junior high, students begin to explore occupational and avocational interests and aptitudes from a broad cluster of occupations. Career information establishes relevance to the relationship between the world of work and academic studies. At the high school level, students begin to focus in on particular occupational interests. With proper career information, they make decisions concerning career planning and the preparation required.

As a viable term, career information may be described as the messages which are transmitted by career resources to individuals. The information is either derived from primary sources represented in the community, i.e., the world of work; or from secondary sources, vis-a-vis, the school, which generally relies on career data collected by others. In all, career information--occupational, educational, attitudinal--is used to inform and influence both in-school and out-of-school youth, and also adults, about the world of work. In this way, entry level jobs, vocational-technical training, or higher educational pursuits become products of realistic choice, and not chance.

An Outline of Career Information

I. Primary Sources of Career Information - Community

   A. Occupational
   B. Educational
   C. Attitudinal

II. Secondary Sources of Career Information - School

   A. Occupational
   B. Educational
   C. Attitudinal

A Breakdown of Career Information

Occupational Information

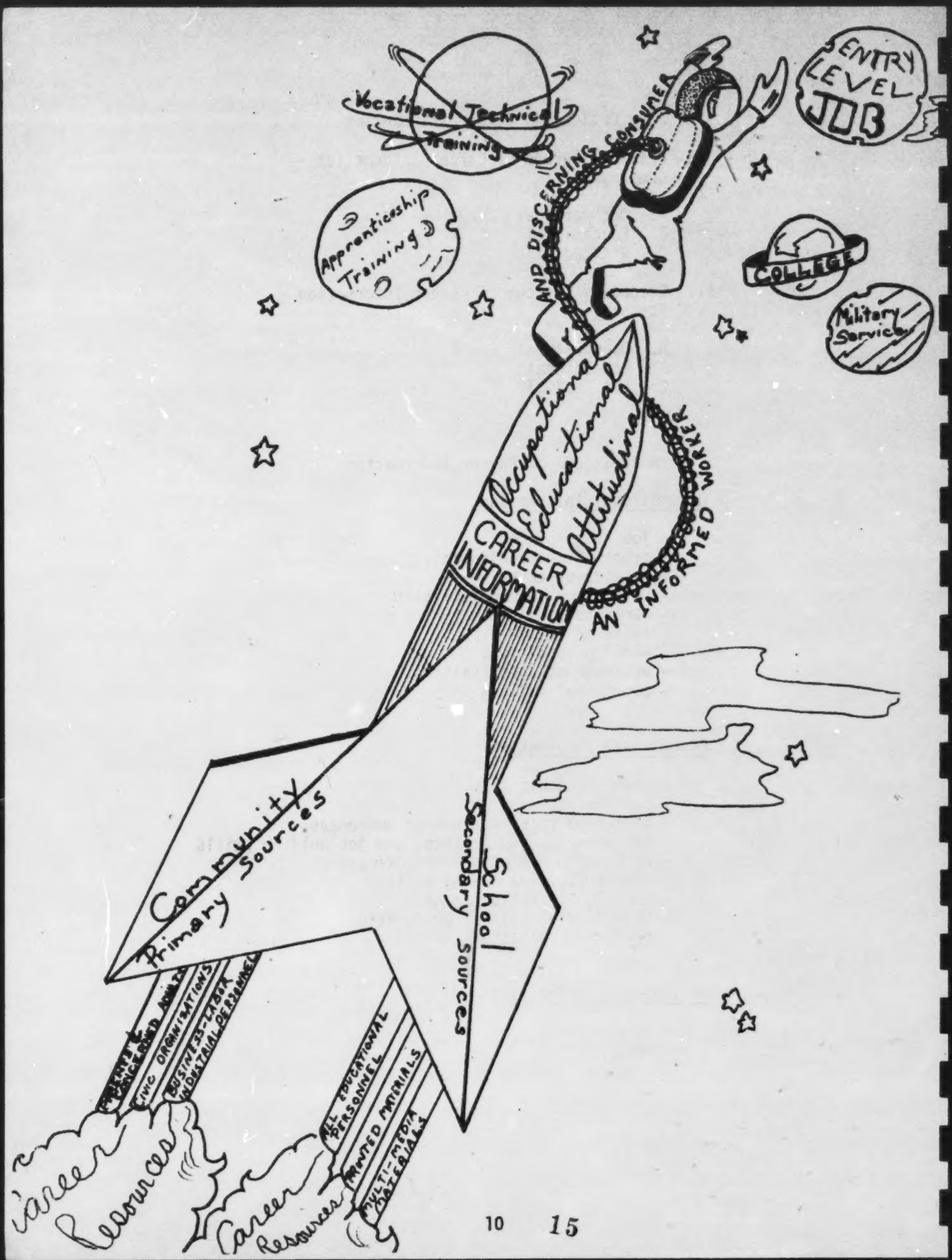
- job descriptions
- preparation requirements
- methods of entry
- duties and responsibilities
- benefits
- rates of pay
- working conditions
- advancement opportunities
- employment outlook

Educational Information

- basic academic skills
- curriculum infusion
- knowledge of work/economic awareness
- job seeking, job getting, and job holding skills
- on-the-job training; apprenticeships
- career decision making skills
- vocational skills training
- vocational-technical preparation
- college preparation

Attitudinal Information

- work values
- work habits


Vocational Technical Training
Apprenticeship Training
ENTRY LEVEL JOB
College
Military Service
AND DISCERNING CONSUMER
Occupational
Educational
Attitudinal
CAREER INFORMATION
AN INFORMED WORKER
Community
Primary Sources
School
Secondary Sources
Career Resources
Career Resources

F. Is There a Need for a Career Resource Center in Your School?

It becomes relatively easy to conclude that if a Career Resource Center is not a functioning part of the career education efforts in your school, then one is definitely needed. This reasoning, often based on a sincere desire to expand the school's career development program, is unsound. It tends to lay the foundation for a Center that provides inappropriate or even unwanted career services to both the school and the community, as well as plants the seeds of haphazard organization and operation.

In order to determine whether or not there is a definite need for a Career Resource Center in your school, you must first assess the needs of the prospective recipients of the Center's career information services. Why is it necessary to assist individuals of the school and the community in matters concerning the world of work? What career information is needed and what are the most appropriate career resources to provide this information? The needs assessment should begin by analyzing available data on students--both in-school and out-of-school, faculty, guidance personnel, parents and concerned adults, and the business-labor-industrial community. Some of the critical questions which must be addressed are:

1. What are the career plans, abilities, aptitudes, and interests of in-school youth? Can you assess the same information for out-of-school youth?

2. Where do the school's graduates go? Where do the school's drop-outs go?

3. How would a system of career information and assistance benefit both in-school and out-of-school youth?

4. How have teachers responded to infusing career education into the existing curriculum?

5. What are the opportunities and limitations of the school's career development program?

6. Would the guidance functions of your school be disrupted or enhanced by a Career Resource Center?

7. How could parents and concerned adults contribute to the services provided by a Center? How would these groups benefit?

8. What are the opportunities and limitations of the business-labor-industrial community?

9. How could business and community leaders effectively assist in a Career Resource Center?

Adapted from Tolbert (1974, pp. 130-132).

II. OBJECTIVES IN ESTABLISHING A CAREER RESOURCE CENTER IN YOUR SCHOOL

The objectives in establishing a Career Resource Center are:

A. To provide a central location for various career resource material gathered from different school departments and community sources, as well as those specific items which are purchased for the Center. These include all hardware and

software, printed materials; media materials, and all career resource filing systems;

B. To make available a variety of occupational, educational, and attitudinal career information to students; thereby enabling them to develop a greater self-awareness and prepare for appropriate occupational opportunities consistent with their strengths, weaknesses, interests, abilities, and aptitudes. Primary objectives are to promote affirmative action programs and to reject any form of occupational sex stereotyping;

C. To encourage the career development program and to support the teachers' use of selected career resource materials in an effort to infuse career education into the existing curricula;

D. To assist students and parents in evaluating post-graduate educational institutions or vocational-technical training centers; to also provide adequate information about the various kinds of financial aid available;

E. To help students and parents in determining part-time and entry level employment available in the community;

F. To involve resource persons from the business-labor-industrial community, civic organizations, and any other facet of the community to provide specific occupational career information

and to help students understand and capitalize on relationships between education and work;

G. To encourage and promote lifelong learning opportunities for adults and out-of-school youth; dissatisfied workers and unemployed persons need to be aware of retraining opportunities.

III. THE PLANNING AND ORGANIZATION OF YOUR CAREER RESOURCE CENTER

A. The Coordinating Counsel

A necessary ingredient in the planning and organization of a Career Resource Center, to insure a cooperative effort and a successful operation, is the establishment of a school based Coordinating Counsel. This Counsel should consist of administrative personnel (including the principle), guidance personnel, representatives from each department in the career development program, students and parents, and representatives from the business-labor-industrial community. The chief function of this Counsel is to provide a framework in establishing a Career Resource Center, to formulate policy, to serve as overseer of the Center's operations, and to analyze evaluation results and determine modification procedures. Specifically, the Counsel's responsibilities include the following:

1. Implementation Process

   a. Determine the need for a Career Resource Center in the particular school setting.

   b. Define the role and rationale for the Center.

c. Analyze purposes and objectives of the Center.

d. Assess departmental needs and suggestions.

e. Assess all existing career resource materials in the school; categorize all materials; solicit suggestions for additional materials.

f. Establish an annual budget for the Center.

g. Discuss implementation strategies with respect to budget.

h. Secure space and equipment.

i. Decide on organization, floor plan, and arrangement of career resource materials and furniture in the Center.

j. Discuss staffing models; decide upon the one model which meets the needs and the desired outcomes of the school and community and conforms to budgetary restrictions.

k. Recommend and/or coordinate staff and responsibilities.

l. Order new career resource materials and furniture.

m. Set up the Center under the organizational floor plan.

n. Arrange and coordinate new materials as they arrive.

o. Establish policies/guidelines for use.

p. Determine services to be provided.

q. Hold teacher orientation sessions.

r. Open the Center.

s. Publicize the Center.

t. Evaluate the operation; update resource materials; solicit suggestions; initiate changes or modifications.

u. Management responsibilities of the Center, in cooperation with CRC staff.

2. Policy Considerations Relating to the Center

- Hours of the Career Resource Center
- Center availability to both school and community
- Career resource materials check-out system
- Length of borrowing time
- Reserve materials
- Information dissemination
- Demonstrations and workshops
- Maintain records of student-staff-community visits to Center and purposes of visits
- Active involvement of faculty/staff
- Users' evaluation of materials and assistance

3. Suggested Services Available through the Center

- Individualized assistance
- Class/personal visitations--space available
- Career education workshops
- Material demonstration and development
- Resource materials for class, personal use
- Career/vocational testing and assessment
- Employment referral source
- Host site for career/college resource persons
- Vocational/occupational assistance
- College preparation assistance
- Group counseling

Adapted from Evans (1976, pp. 24-27).

In order to insure a maximum effort in the completion of Counsel responsibilities, it is highly recommended that the Coordinating Counsel divide itself into specific subcommittees with appropriate representation. Assignments could be made to these subcommittees and the members, in turn, would report their findings, conclusions, and recommendations to the Counsel as a whole for discussion, evaluation, and approval or rejection.

Participation on the Counsel should not be an overwhelming task. Assignments can be evenly distributed and made in the form of a contributing service, rather than a chore.

Meetings of the entire Coordinating Counsel should be held on a regular basis; to be determined by the Counsel members. Individual subcommittee meetings should be scheduled whenever appropriate.

B. Career Resources

A Career Resource Center is the place where individuals can find career information in the continuing role of career development. When gathering existing career resource materials and purchasing new materials for your Center, it is important to review and evaluate all materials for timeliness and reading level, as well as accuracy and bias. Try to collect a variety of materials which could include:

1. Printed Materials:
   - general reference books
   - pamphlets

- catalogues
- directories
- magazines
- publications
- handbooks/guides
- sample job-related forms and applications
- financial aid applications
- aptitude and interest surveys

2. Multi-Media Materials:

Software

- filmstrips
- tapes
- films
- slides
- records
- transparencies
- career kits
- simulation games
- college/occupational viewdeck information
- videocassettes (optional)

Hardware

- 16mm film projectors
- tape recorders (cassette and reel-to-reel)
- filmstrip projectors

- viewdecks
- record players
- hand viewers
- screens
- headphones
- televisions
- videocassette player/recorder (optional)
- photo-copy machine (optional)

* The Guidance Information System (see page 52)

A suggested filing system or card catalogue of all printed and multi-media materials can be set up in the following manner:

General Reference Files: Established for miscellaneous career materials, magazines, pamphlets, etc. Arranged alphabetically.

Occupational Files: Established to locate information which pertains to specific occupations. Arranged alphabetically by career title, according to a clustering system, or by subject area emphasis.

College/Junior College Files: Established to locate information regarding higher education institutions. Arranged alphabetically by college or by state.

Vocational-Technical School Files: Established to locate information regarding vocational-technical training institutions. Arranged alphabetically by skills training, by school name, or by state.

Job Placement Bank: Developed with information and materials from available local apprenticeship programs, job descriptions--part-time and full-time paid employment in the community, and information pertaining to qualifications and description of unpaid work-experience and work study programs. Arranged alphabetically by job title.

3. Community Resources:

Community resources are persons, other than the classroom teacher, who are involved in helping students in the school's career education program. These human resources, as primary sources of career information:

a. coordinate the efforts of the school and the community by providing valid occupational information to students;

b. give occupational relevance to academic studies;

c. provide more opportunities for learning experiences beyond the classroom walls for the purpose of orienting students to the world of work.

Establishing a good working relationship between the school and the community begins with proper preparation. Survey forms could be sent out into the business-labor-industrial community, to civic organizations, to parents, to retired persons, etc., requesting career assistance in the linkage between school and work. Positive responses to these surveys can be housed in the Career Resource Center under the heading of a Community Resource File. Teachers, needing to coordinate lesson plans with specific

careers, planning a field trip career experience, or desiring a source of real world career information for the class, may utilize this file and contact participants who are willing to contribute their time and expertise to the career development program.

Sometimes we neglect the fact that a significant number of informed and highly qualified resource persons exist right in the school system itself. For example,

a. a social studies teacher, who had experience playing guitar with a rock band in his high school days, could talk about the limited opportunities for a rock musician career to a junior high band class;

b. the school maintenance custodian, who has an avocation of designing and building model rockets, could explain the complexities of space travel to a group of science students;

c. a high school principal, who took several theatrical courses in college, could relate her expertise in theatrical make-up to a group of high school drama students.

These are but a few examples of the type of valuable in-school human resources who can enhance any unit of study in the career development program. Perhaps a section in your Community Resource File could be devoted to these valuable resource persons.

Adapted from The Career Resource Center: A Step Toward the Future, Prince George's County Public Schools, Maryland (1977, pp. 2-4) and Evans (1976, pp. 28-31).

C. Spatial Considerations and Furnishings

Since the Career Resource Center is essentially an in-school learning laboratory, primarily instituted to assist in the school's career development program and to provide necessary career information to the individuals of that program, ideally it should be located in an easily accessible area where there is high visibility and where students generally pass or congregate. Both space and location, however, are quite often subject to existing spatial demands of scheduled classes and programs within the school building. While it is important to secure an adequate room or a sizable area to accommodate approximately 25-30 students and staff members, as well as career materials, media equipment, and furniture, it is even more important to be in operation. Therefore, the plan of action is to obtain the best available location within the building, establish the Center and adjust the floor arrangements accordingly. It is important to realize that every day which is spent evaluating possible spatial areas and struggling with various floor plans is one more day that the Center is not available for use. Perhaps, with extended planning in the future and alternate scheduling, more suitable space for the Center can be determined for relocation.

Essential equipment and supplies to furnish the Career Resource Center can be obtained from existing school equipment which has not been assigned or which is not currently in use. Some careful planning and reorganization could probably accommodate most equipment requirements. Nevertheless, problems have a way

of surfacing when it comes to adequately furnishing a new Career Resource Center. It is therefore recommended that part of the Center's budget be allocated for necessary equipment when required items are unavailable.

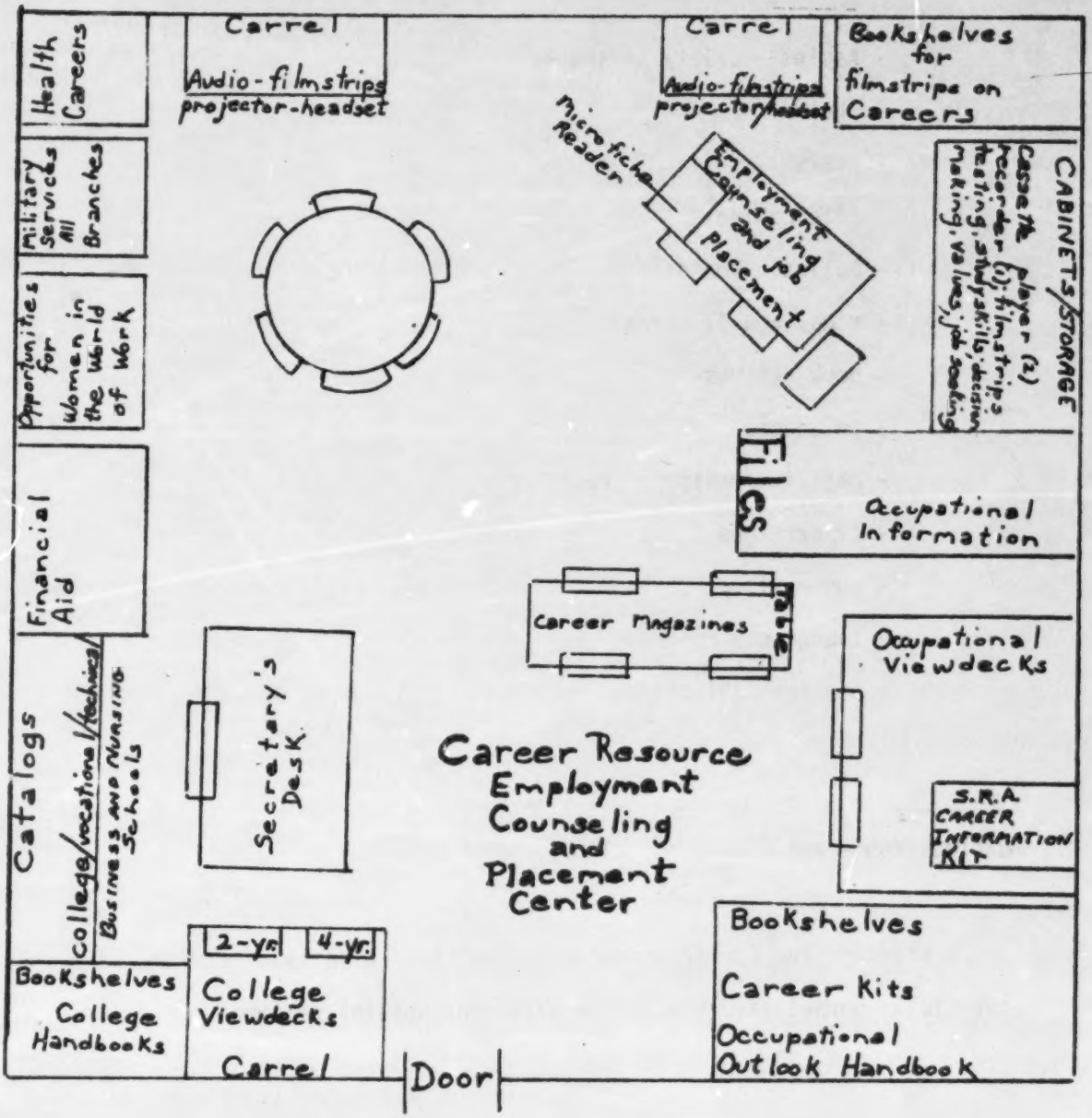
The following is a list of necessary equipment to adequately furnish a Career Resource Center:

- tables--variety of shapes
- chairs
- desks
- file cabinets
- bulletin boards
- study and AV carrels
- book shelves
- telephone
- magazine/newspaper racks
- typewriters
- audio-visual carts
- lounge chairs
- storage cabinets

Adapted from Evans (1976, pp. 27-28).

A standardized Career Resource Center floor plan is essentially unrealistic due to the different spatial require-

ments of individual schools and in the availability of equipment and career resource materials. It is helpful, though, to study the floor plan of an operating Center and determine how equipment, career materials, and media are systematically organized into effective learning stations. The diagram below is the floor plan of the Career Resource Center at Patrick Henry High School, Roanoke City Public Schools.



D. Selecting a Staff -- Several Models

Just as there is no standardized Center floor plan to follow, there is no one preferred way of staffing your Career Resource Center. You must consider the school's needs, population, personnel, spactial restrictions, administrative viewpoint, and budgetary allocation for the Center's staff. Also it is important to review and analyze the educational philosophy of the school system as a whole.

There are a variety of staff models which your school can consider. Strategies which are working at the senior high level include a counselor team, a faculty coordinator with adult volunteers, a full time career counselor, and a counselor coordinator with para-professional assistance. In the junior high setting, most of the established Career Resource Centers revolve around the library or media center classroom, with staffing by a team which includes the media specialist, a guidance counselor, and teachers.

Listed below are descriptions of each of these models as suggested by Prince George's County Public Schools, Maryland, in their 1977 publication, The Career Resource Center: A Step Toward the Future.

1. Counselor Team Concept (High School)

   The counselor team concept provides the opportunity for all guidance counselors to become involved in the CRC Program. Counselors have designated time periods to serve the Center. They use these time periods to conduct group work, hold seminars, work with students individually, schedule speakers, and

keep the CRC operating. One counselor serves as the coordinator for the Center. The responsibilities of the counselor-coordinator include:

a. acting as a liaison between the Center and the Coordinating Counsel

b. selecting, training, and organizing student aides

c. assigning duties involved in securing guest speakers

d. coordinating counselor responsibility in the CRC

e. routing materials for review to other counselors and teachers

f. reviewing the evaluations of the CRC and taking appropriate action

g. coordinating publicity for the Center

The advantage of this system is that the total guidance staff is involved in the Career Guidance Program, working to involve the entire school staff and community in the process. Two disadvantages of this staffing concept are the loss of continuity in the operating of the CRC and the lack of time to recruit community resources. A further disadvantage for the counselor is loss of flexibility in meeting other counseling responsibilities during the assigned time in the CRC.

2. Faculty Coordinator-Adult Volunteers Concept (High School)

In the faculty coordinator-adult volunteers model, a teacher is released for one half day to direct the Center's activities and involve the faculty and community. The system began with many volunteers serving on a one-half-day basis, but resulted in lack of organization and control. Presently the Center operates with one volunteer serving every day during the morning hours while the teacher is in the classroom. In the afternoon, volunteers serve on a rotating basis to assist the teacher. The responsibilities of this teacher coordinator include:

a. acting as liaison with the guidance staff and the Coordinating Counsel

b. ordering, organizing, and processing materials

c. establishing an adult volunteer schedule, as well as training and follow-up of volunteers

d. working closely with classroom teachers to integrate materials with curriculum

e. selecting, training, and evaluating student aides

f. informing the school and community of the activities of the Center through various means of publicity

Volunteers are an integral part of this system. They can be obtained through the PTA, senior citizen groups, civic groups, and universities; however, they must be carefully screened. Volunteers should:

a. have the ability to work well with people, both adults and students

b. be comfortable in a school setting which includes bells, noisy halls, and student activity

c. be able to take initiative in managing and organizing the Center

d. be aggressive and self-assured enough to direct activities of everyone in the Center

e. be conscientious in their attendance and punctuality

f. be willing to learn technical procedures

Some duties of the volunteers may include:

a. receiving speakers

b. maintaining and updating files

c. logging in students and supervising use of the Career Resource Center

d. assisting students in finding materials

e. bookkeeping, secretarial, and clerical duties

f. making posters, displays, and other forms of publicity

g. assisting in gathering data and writing reports pertaining to the CRC

The major advantage to this system of having a teacher released from a full teaching schedule and assigned to the

Center is the continuity of the Center's activities and the school career program. This kind of a career development specialist is able to involve and promote the use of career oriented materials in the classroom activities. This system stresses the use of community resources. The teacher-coordinator has the time and flexibility to make personal contacts with the business community and to accompany students on field trips. A disadvantage of this program is that the teacher-coordinator is faced with a conflict in commitments between the CRC and the classroom responsibilities.

3. Full-Time Career Counselor Concept (High School)

A third possible staffing concept is that of having an assigned full-time career counselor responsible for the CRC. Student counseling loads are divided among the other counselors. The career counselor has the same functions and responsibilities as the teacher-coordinator mentioned above, but has the advantage of completing the duties on a full-time basis. This staffing arrangement could be considered an ideal one since a professional staff person could be totally committed to the Center. A possible disadvantage is that the other counselors in this system may see this arrangement as increasing their assigned student load.

A unique model exists where the counseling team has met and unanimously made a decision, with administration blessings, to have one counselor of the team designated as the "Career Counselor." The career counselor does not have a counselor load (grade level or alphabet) as the other counselors have, but in theory is responsible to all students in the school.

The career counselor, using the Career Resource Center as an operational base, works actively with students, teachers, the community, and the Coordinating Counsel in the area of occupational and career related programs. Some suggested activities are:

a. Arranging field trips, including correspondence, scheduling, transportation, parent permission slips, evaluation, and follow-up.

b. Obtaining speakers for specific classes and/or students.

c. Organizing on-going programs involving teachers and students with career education.

d. Placing students in the community, without salary, for occupational experience.

e. Maintaining the Career Resource Center.

The school with this model has a career day every day. In working with the career program, the career counselor

might find it very helpful to designate a certain month to represent a specific career cluster, providing the faculty with the career development calendar at the beginning of the school year. This assures good planning between the teaching staff and counselor.

It must be stated that all the counselors associated with this concept have an active interest in career development and career decision making when working with their counselees. The specific career counselor does not take away this important counseling function from the other counselors. The career counselor does afford the student more career exposure, thus enabling the student to make better decisions regarding occupational choices.

4. Para-Professional Concept (High School)

In another setting where funds are available, a para-professional has been hired to assist a counselor coordinator in the CRC. This counselor carries a full student load and has the added responsibility of the Center.

Secondary schools need additional clerical staff to supervise and maintain the Career Resource Center to provide adequate service for the school community. The trained para-professional assists students in career choices with comprehensive and up-to-date information concerning career opportunities.

Some Career Resource Center responsibilities are:

a. operation of computer terminal (if available)

b. filing of career materials

c. inventory career materials

d. posting job opportunities

e. general housekeeping of center

The selection of the para-professional should occur with some counselor input. The guidance and career education personnel in the school should provide training that will include:

a. general office procedures

b. use of computer terminal

c. detailed instructions concerning overall functions of the Career Resource Center

The para-professional can increase the counselor's effectiveness, therefore, the selection procedure is most important. The para-professional can be:

- secretary-clerk
- volunteer (unpaid)
- CETA aide associated with the public service project
- technician with post-secondary education

The training program should make the para-professional realize that they are part of a team having career education responsibilities.

5. Junior High School Team Concept

One of the most successful models for the junior high school CRC involves the team approach using the media specialist, the counselor, and teacher. The Center is staffed in conjunction with structured student use. The media specialist:

a. acts as purchasing agent
b. assumes responsibility for Center equipment and materials
c. maintains the facility
d. assists with the constant evaluation and building of learning stations
e. serves as an available resource person for use of materials
f. evaluates new materials

The counselor in this setting serves as an available resource for students in their career developmental process, assists the teacher in developing appropriate learning stations, teams with the teacher in guiding students to develop appropriate educational planning, and develops stations which promote self-awareness.

The teacher is an integral part of this system and has the responsibility of directing student use. The teachers' duties are:

a. to instruct within the CRC
b. to build learning stations
c. to evaluate learning stations
d. to evaluate new materials
e. to evaluate learning objectives

Advantages of this media model are: the total CRC program would have a definite continuity to it, and the structure promotes definite goals and objectives. The entire success of this particular CRC model depends on the cooperation and dependability of all team members.

The junior high CRC concept differs from that of the senior high because most junior high activities are directed and structured. In essence, the junior high CRC is an in-school learning laboratory. In schools where the media model is not possible, some variation of a mobile unit has been developed for use in the classroom with the teacher.

In staffing the CRC, one outstanding resource not to be overlooked is student aides. In any of the models mentioned, whether junior or senior high, student aides can facilitate the daily operation of the Centers. Elective credit for working in the Career Resource Center is available in some schools. Students are expected to fulfill certain obligations for this credit. Students need to be screened and selected following the same criteria as the adult volunteers. Responsibilities of the aides include:

a. keeping attendance logs
b. assisting in maintaining the files
c. aiding students in finding information
d. assisting in ordering and evaluating materials
e. assisting in all phases of publicity

E. Teacher Orientation--An Activity Guideline

Goal: To make all teachers aware of available career resource materials in the Career Resource Center, and to encourage the use of these materials in the career development program.

Objectives:

1. The teachers will know what kinds of career resource materials are available; printed and multi-media materials, equipment, and filing system.

2. The teachers will be able to locate and identify the career resource materials appropriate to their respective departments and/or subject areas.

3. The teachers will be able to integrate at least one piece of career resource material into their classroom curriculum.

Activities:

1. The leader will introduce the teachers to the Career Resource Center by explaining the development and organization of the Center.

2. The leader, with the help of the teachers, will describe the Center's filing system, the location of specific career resource materials, and demonstrate the proper use of media materials.

3. With the leader serving as a consultant, the teachers will use the Center's filing system and examine all career resource materials pertaining to their respective departments and/or subject areas.

4. The teachers will develop at least one activity utilizing selected career resource materials.

5. The teachers will share their ideas for classroom implementation.

Time:

1-2 hours, depending on available time. Activities can be adapted to meet the time allotted.

Enrichment:

The teachers may critique various career resource materials and/or suggest other materials to be purchased.

Evaluation:

Summary discussion focusing on the applicability of career resource materials in the classroom curriculum.

Adapted from Evans (1976, p. 110).

F. Publicity

In order to maximize the use of career materials and assistance provided in your Career Resource Center and involve outside resource persons who could contribute to the Center's program, you must be willing to explore and utilize a variety of different ways to get the message to the potential users and contributors, both in the school and the community. To do this effectively, a certain portion of the Center's budget must be allocated toward publicity.

One of the best ways to attract in-school youth is to annually provide each student with an updated Student Career Kit. This Kit has any number of possibilities in advertising your Career Resource Center; but, in its simplest form, it should contain the Center's operational information, such as hours open, whether or not a pass is required during lunch, etc. It should contain an outline of the available career resource materials, services provided by staff members, and any scheduled career activities; it should contain a list of rules and regulations governing the use of the Center and pertaining to accepted forms of conduct.

Other suggested ways to publicize your Career Resource Center are:

- brochures to be distributed in school and community
- career section of the student newspaper
- PTA meetings and newsletters
- bulletin boards throughout the school and community
- local newspapers

- various media presentations
- student government organizations
- local television news coverage
- student/faculty/parent handbooks

G. Evaluation and Modification

When an evaluation segment is automatically built into the on-going operation of your Career Resource Center, the development and success of the operation can be effectively documented, and modifications to the original design can be initiated in problem areas. In order to secure a representative analysis, evaluation should be drawn from the following groups:

- The Coordinating Counsel
- Faculty and Center Staff
- In-school student participants
- Community participants and contributors (out-of-school youth, parents, concerned adults, representatives from the business-labor-industrial community and civic organizations)

Evaluation instruments should be designed to examine the effectiveness of:

- career resource utilization
- vocational/occupational assistance
- curriculum infusion
- placement services/work study and experience programs

- two- and four-year college assistance
- the entire program

Detailed evaluation should be conducted periodically throughout the school year. Daily user evaluations can be handled through well-kept logs. These logs should be designed to record in-coming purposes and out-going methods, materials, services, solutions or failures.

Adapted from Evans (1976, p. 36) and The Career Resource Center: A Step Toward the Future, Prince George's County Public Schools, Maryland (1977, p. 11).

IV. GROUPS SERVED BY A CAREER RESOURCE CENTER IN YOUR SCHOOL

A. Students

The primary focus of your Career Resource Center is to assist in-school youth in the career development program. This commitment should also extend to the needs of young people who dropped out of school and are experiencing difficulties in planning and adjusting to the working world. Whether visits to the Center are on an individual basis or in a structured class assignment situation, the career information and personal assistance provided helps to equip students with the essential knowledge, skills, and attitudes necessary for entering and succeeding in the world of work.

Specifically, the Center's career resources provide students with:

1. Occupational information

   a. Specific career interests

   b. General career clusters

   c. Economic perspectives; job market outlook

   d. Placement services

2. Educational information

   a. Job getting skills: Application forms/ resumés/ interview role playing

   b. Adaptability skills/decision making skills

   c. Work experience and work study programs

   d. College preparation/vocational-technical training

3. Attitudinal information

   a. Assessment of interests, abilities, and aptitude to promote self-awareness

   b. Work values clarification

   c. Developing good work habits

B. Teachers

As the most essential tool in the career development program, teachers can benefit from an operating Career Resource Center in the following ways.

1. Teachers can explore and utilize appropriate career materials and resource persons which support classroom activities--curriculum infusion.
2. The Career Resource Center provides an alternative learning environment and motivational tool when inte-

grating career resource material with subject matter; gives meaning and relevance to otherwise abstract academic studies.

3. The Career Resource Center offers natural opportunities to team with other teachers in joint efforts that cut across grade levels and various kinds of subject matter.
4. The Career Resource Center provides opportunities for teachers to engage in professional development; to learn about the world of work along with the students.
5. The Career Resource Center, as a referral service, assists teachers with the responsibility for having to know answers to career and economic problems raised in class.
6. The Career Resource Center allows teachers to utilize both the school and the community as a learning laboratory in the career development program.

C. Counselors/Guidance Personnel

By making use of the Career Resource Center as a source of career information and convenience, guidance counselors can effectively perform the following roles in the career development program:

1. Career Counseling/Guidance Role
   a. Assistance in career planning
   b. Assistance in career decision making and preparation
   c. Personal relationships with students
   d. Exploration of values, attitudes, and skills

e. Exploration of occupational and educational information

f. Provide specific occupational and educational information with respect to interests, abilities, and aptitude

g. Placement services: entry level; work experience and work study programs

2. Career Resource Role

a. Assist teachers in correlating career resources to their respective subject areas

b. Assist students in locating and obtaining all forms of career information

D. School Administrators

School administrators must have a clear understanding of the importance of the Career Resource Center to the school's career development program, and be committed to its implementation. They must provide leadership, reinforcement, and concern with its effect on the learning process. The Center can be utilized to acquaint teachers with career education and promote the use of career resource material in the classroom. Administrators should also emphasize the importance of a team effort in the career development process, and the Career Resource Center promotes total staff involvement.

Administrators also serve as the public relations representative of the Career Resource Center through their contacts with the community. These contacts generally take place when using the

Center for meetings in the evening, by speaking to business-labor-industry representatives, civic groups, and parents about the school's career development program. Newspaper articles and radio interviews utilize community media to inform the public of the Center's activities.

Evaluation results of the Center and its resources may be used by the administration to meet the needs of students by supplementing the school curriculum.

E. Business-Labor-Industrial Community

Community involvement with the school is not a new concept. Many joint activities have been conducted throughout the years in primarily vocational areas of the curriculum. The Career Resource Center, though, can initiate collaborative school-community activities which will involve all sectors of the school population and not just those requesting vocational-technical training. This expanded linkage between school and community will serve to strengthen, for all students, the relationship between education and work.

Specifically, representatives of the business-labor-industrial community can contribute to and benefit from a Career Resource Center in the following ways:

1. Serve on the Coordinating Counsel
2. Assess future workers by participating in the career development program
3. Resource persons/speakers
4. Coordinate and guide field trips

5. Work experience and work study programs
6. Advising as to relevance of curriculum
7. Occupational information and materials
8. Internships and apprentice programs
9. Making the public aware of career education efforts
10. Provide employment outlook projections

F. Parents/Concerned Adults

Traditionally, parents have been involved indirectly in the career development process of their children by the ideas, values, and work habits expressed at home. The Career Resource Center encourages parents and other concerned adults to become active participants in that on-going process.

Ways in which this could be accomplished include:

1. Serve on Coordinating Counsel
2. Resource persons/speakers
3. Volunteers
4. Obtain career information as a means of upgrading personal career opportunities
5. PTA program
6. Demonstrations of vocational and avocational interests
7. Utilizing retired persons

Adapted from The Career Resource Center: A Step Toward the Future, Prince George's County Public Schools, Maryland (1977, pp. 12-14); Prell (1978, pp. 24-32); Tolbert (1974, p. 27); Hoyt (1967a, pp. 1-22).

V. SUGGESTED CAREER RESOURCE MATERIAL

A. Current U. S. Government Publications: U. S. Department of Labor, Bureau of Labor Statistics--Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402.

Education and Job Leaflets. A series of five leaflets that list jobs that require specified levels of education. For each job listed, information is included about the qualifications and training needed and the employment outlook to 1985. (Free from any regional office of BLS.)

Looking Ahead to a Career, 1978-79 Edition. A 35mm color filmstrip and accompanying cassette tape narrative. 27 minutes. (Price: $12.50 complete.)

Motivational Leaflets. A series of 11 leaflets on careers in clerical jobs, ecology, English, foreign languages, health (without a college degree), liberal arts, math, mechanics, outdoors, science, and social science. (Free from any regional office of BLS.)

Need Help in Choosing a Career? (Display Poster) A 15½ inch by 21 inch poster that describes briefly the Occupational Outlook Handbook and Occupational Outlook Quarterly. (Free from any regional office of BLS.)

Occupational Outlook Handbook, 1978-79 Edition. (Bulletin 1955)

Occupational Outlook Quarterly. A periodical to help young people, employment planners, and guidance counselors keep abreast of current occupational and employment developments between editions of the Occupational Outlook Handbook. (Price: $4 for one year subscription.)

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Microfiche Reader

Occupational Viewdeck (with Viewer, Temperament Check Lists, and Student Personal Profiles)

ITV Programming--Career Education:

"A Share of the Action" - Roanoke City Public Schools, in cooperation with WBRA-TV, Roanoke, Va. This series of in-service programs are based on career education workshops conducted by Dr. Lee Bowen, Supervisor of Career Education, K-12, Prince George's County Public Schools, Upper Marlboro, Maryland. Numerous projects on career education classroom strategies developed by the Roanoke City Educators are presented. A Teacher's Workbook as an introduction to career education accompanies the series.

Program Titles: Career Education In-Service Series, 1977

1. "What It Is"
2. "How To Do It"
3. "Career Awareness in the Elementary School"
4. "Career Exploration in the Junior High School"
5. "Career Decision-Making in the Senior High School"
6. "Your Community Resources"
7. "Project Evaluation and Projections--Where Do We Go From Here?"

"Cast Your Own Shadow" - Craig County Public Schools, in cooperation with WBRA-TV, Roanoke, Va. The project produced twenty-five instructional career education programs and six in-service programs relating to specific subject areas and career education. The student programs present a realistic view of specific occupations which were rated high on a student survey conducted at New Castle High School and other secondary schools in Virginia. The in-service programs present methods, techniques and materials proven successful in career education programs in Craig County and other school divisions.

Instructional Career Education Programs, Secondary Level, 1976-1977:

1. "How to Apply for a Job"
2. "College Guide"
3. "Teaching"
4. "Trucking"
5. "Nursing"
6. "Military Careers/Air Force"
7. "Mechanics"
8. "Cosmetology"
9. "Sales"
10. "Government Jobs/FBI"
11. "Agriculture"
12. "Manufacturing/General Electric"
13. "Forestry"
14. "Secretaries/Clerk Typist"
15. "Construction"
16. "Law Enforcement"
17. "The Fast Food Industry"
18. "Small Businesses/Child Care"
19. "The Ministry"
20. "Computer Careers"
21. "Veterinarians"
22. "Electronic Service Technician"
23. "Social Work"
24. "Arts & Crafts as an Avocation"
25. "Overview of the Job Market"

In-Service Career Education Programs, Secondary Level, 1976:

1. "Craig County's Cast Your Own Shadow"
2. "Science"
3. "Language Arts"
4. "Mathematics"
5. "Student Adjustment to the Working World"
6. "Career Resource Lab"

*Color videocassette copies of all programs in "A Share of the Action" and "Cast Your Own Shadow" are available at WBRA-TV, Blue Ridge ETV Association, Roanoke, Virginia.

*Introducing GIS

The Guidance Information System is a complete and comprehensive career information system. It was designed by educators for use by high school and junior college students, counselors, teachers, administrators, and any persons involved in career planning. Its purpose is to help the user get quick and meaningful information about occupations, schooling after high school, and sources of financial assistance; to close the communication gap between the facts and those who need to know them for effective decision-making. GIS is not meant to be the final or sole source of career information. Rather, it is a dynamic tool which will increase the value of other resources by suggesting a direction for further exploration based on the user's needs and interests.

The information system usually consists of one or more terminals (similar to typewriters) which are housed in the school and are connected by ordinary telephone lines to a computer station. By "dialing-in" on the terminal, a user is able to access any of five main information files:

1. Occupational Information File (OCCU)
   Armed Services Occupational Information (ASOC)
2. 4-Year College Information File (COL4)
3. 2-Year College Information File (COL2)
4. Graduate School Information File (GRAD)
5. Financial Aids Information File (AIDS)

Each of these files contains extensive information on its particular subject. The Occupational File, for instance, contains data on thousands of occupations with such information as wage levels, required skills, job outlook, related fields, and educational requirements.

By using instruction codes, the user can easily key-in a series of questions and receive immediate printed responses from the computer. A major advantage of receiving information in printed form is that it can be saved for later reference by the student and for in-depth discussion with counselors and parents.

For more information:

Director, GIS
Time Share (A Houghton Mifflin Company)
630 Oakwood Avenue
West Hartford, Connecticut 06110
Telephone: (203) 522-0316

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